Summative Turnaround Principle Rubric

Turnaround Principle #2- School Climate and Culture

SCHOOL CLIMATE AND CULTURE					
TURNAROUND PRINCIPLE 2	Establish a school environment that supports the social, emotional, and learning needs of all students.				
INDICATORS	**Sources of Evidence**	**1** **Ineffective**	**2** **Improvement Necessary**	**3** **Effective/Implemented with Fidelity**	**4** **Highly Effective**
2.1 The school community supports a safe, orderly and equitable learning environment	• School/district safety plan • Student/parent/staff handbooks • School climate surveys • Disaggregated discipline data (violence & vandalism, suspension, referrals, bullying, etc.) • Student behavior management plan/code of conduct • Attendance records • Facility inspection reports • Violence prevention programs • Walkthrough observations • School accident/student health reports	The school building has significant areas of disrepair.	The school building is safe and clean with limited facility issues	Students and adults feel safe and ready to engage in teaching and learning. The facility is clean and in good working order.	Students and adults feel safe, welcomed and ready to learn and teach; the facility supports major academic priorities/initiatives (e.g. reading nooks, improved library, enhanced computer lab, comfortable staff lounge/meeting area.
		There is not a clear and consistent policy for behavior, either stated or in practice.	There is a stated clear and consistent behavior system of rewards and consequences though implementation data are not tracked.	There is a clear and consistent behavior system of rewards and consequences in use, with clear goals and a means to track progress and to share results with the entire school community.	There is a clear and consistent behavior system of rewards and consequences in use and goals are consistently met or surpassed.
		Teachers' response to classroom incidents varies from classroom to classroom.	Some teachers do no implement the behavior policies consistently.	There is evidence that teachers' responses to incidents in their classrooms look and feel similar across classrooms.	Students report high behavioral expectations from all teachers with similar expectations across all classrooms.
		Procedures to monitor and support a safe and orderly environment are not evident.	Procedures to monitor and support a safe and orderly environment are in place but are not followed consistently.	Indicators of a safe, orderly and equitable learning environment are established, goals are set and data are collected and analyzed to determine progress toward goals; adjustments to strategies are made based on analysis of evidence.	Surveys and observable data indicate that the school community takes pride in their building and procedures are consistently and effectively implemented and monitored.

2.2	The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff	• Administrative walkthrough data • PLC agenda and minutes • Professional development plan • School climate surveys • School focus groups • Student and staff handbooks • Student growth percentiles • Discipline and behavioral referrals • Disaggregated staff and student attendance data	Academic learning time is not bell-to-bell. There is evidence that the school community does not prioritize learning and the personal growth of students or staff.	Academic learning time is respected with minimal interruption.	Academic learning time is protected and prioritized.	Academic learning time is protected and there is evidence that the community values learning and the promotion of social growth.
			There are no common classroom routines or instructional strategies in place. Classrooms are visited randomly without a systematic focus targeting specific instructional strategies.	The quality of instruction varies from classroom to classroom and little instructional differentiation is in place to meet varied student needs. A few classrooms are regularly monitored without a systematic focus targeting specific instructional strategies.	High quality of instruction is the norm and is monitored through daily observations and walk-throughs. All classrooms are regularly monitored and targeted feedback is provided that focuses on targeted instructional strategies.	Systematic and regular analysis of student learning data informs the selection and development of the highest priority strategies for improving instructional practices. High quality of instruction is the norm and is monitored through daily observations and walk-throughs. All classrooms are regularly monitored and targeted feedback is provided that focuses on the targeted instructional strategies.
			There are not defined expectations for classroom practice and there are not academic interventions or supports for students in need.	There are sporadic attempts to address academic interventions and supports.	Students quickly receive academic interventions and supports to ensure continuous academic, personal and social-emotional growth.	There are consistent structures for instructional differentiation where effective instructional strategies are varied to meet all students' needs and to ensure that all students master content.
			Staff is randomly engaged in practices to promote professional growth.	Staff is encouraged to be involved in practices promoting professional growth.	Staff is continuously engaged in practices to promote professional growth.	All staff is continuously engaged in practices to promote professional growth that is tied to increasing student academic and social growth.
2.3	High expectations* are communicated to staff, students and families; students are supported to achieve them. *Expectations of professionalism, instruction, communication and other elements of the school's common	• Administrative walkthrough frequency • Informal classroom observations • Family friendly walkthrough action plan • School climate surveys • School focus groups • School discipline plan • Student/parent	There are no clear expectations for instructional practices. Instructional strategies and data are not used to improve instruction.	The importance of high expectations is communicated and there is evidence of rigorous instruction and student learning in some classrooms.	High expectations for staff and students are exhibited and high quality teaching is the norm.	Systematically and regular diagnoses instructional practices to identify and articulate the highest priority strategies for improving instructional practices.
			Classroom instruction is not monitored and expectations are not communicated.	Student work varies in its rigor and is not always consistent with the Standards.	Student work is intellectually and cognitively challenging and consistent with the Standards, at a minimum.	Teachers practice the use of a variety of instructional strategies that are intellectually and cognitively challenging, and use the strategies outline in an instructional framework. Students take responsibility for their own learning.

teaching framework to staff. Expectations of attendance, academic performance, behavior, postsecondary attainment, etc. to families.	handbooks • Posted behavior standards • Posted academic standard/rubrics • School mission, belief and vision statements	The principal does not challenge actions that demonstrate low expectations, and provide no feedback to staff or students.	Students and adults receive sporadic feedback without systems in place to ensure improvement occurs.	Students and adults receive meaningful feedback and interventions that contribute to continuous improvement.	Teachers and students receive consistent feedback around instructional practices including discussions of specific student work and data.
		There is no communication or system of support in place to meet students' academic social/emotional and behavioral needs.	A systems of support has been identified to address students' academic, social/emotional and behavioral needs. However, there is little evidence the systems is being utilized.	The commitment to high expectations is communicated frequently to families about the student's academic, social/emotional and behavioral progress.	There is a clearly identified active social network to provide academic, social/emotional, and behavioral support to students and their families and to communicate high expectations.